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At my Enemy's Gate.

BY J. T. TROWBRIDGE.

As I passed my enemy's gate,
In the summer afternoon,
On my pathway, stealthy us Fate,
Crept a shadow, vague and chill.
The bright spirit, the rainbow grace
Of sweet, hovering thought, gave place
To a nameless feeling of loss,
A dark sense of something ill.

Whereupon I said in my scorn,
"There should grow before his door
Nothing but thistle and thorn,
Shrewd nettle, dogwood and dock;
Or three leaved ivy that twines
A bleak ledge with poisonous vines,
And black lichens that incrust
The scaly crest of a rock.

Then I looked, and there on the ground
Were two lovely children at play;
The door yard turf all around
Was spotted with daisies and pinks;
From his apple trees showered the notes
Of a dozen ecstatic throats,
And up from the grass below
Came the gossip of bobolinks.

And, behold! like a cloud, overhead
Flocked a multitude of white doves;
They circled round stable and shed,
Alighting on sill and roof;
All stir in the sun, so white,
All a murmur with love, the sight
Sent a pang to my softening heart,
An arrow of sweet reproof.

And I thought of our foolish strife,
And "How hateful is hate!" I said;
"Under all that we see of life
Is a world we never may know,
With its sorrows and solace and dreams,
And even though bad as he seems,
He is as he is for a cause,
And nature accepts him so.

"She gives this foeman of mine
Of the best her bounty affords—
Sends him the rain and the shine,
And children whom doubtless he loves;

She fosters his horses and herds,
And surrounds him with blossoms and
birds;
And why am I harder of heart
To his faults than the daisies and doves?

"To me so perverse and unjust,
He has yet in his uncouth shell
Some kernel of good, I will trust,
Though a good I never may see.
And if, for our difference, still
He cherishes grudge and ill-will,
The more's the pity for him—
And what is his hatred to me?"

So for him began in my heart
The doves to murmur and stir,
The pinks and daisies to start,
And make golden afternoon,
And now, in the wintry street,
His frown, if we chance to meet,
Brings back, with my gentler thoughts,
The birds and blossoms of June.

—*Atlantic Monthly.*

College Department.

Courses Preparatory to College.

(Abstract of an address by President Porter of Yale College before the Connecticut State Teachers' Association, Oct. 23d.)

The course preparatory to college is, I regret to say, largely confined to special schools. This results especially in two disadvantages: 1. A division into clearly defined classes is introduced even in childhood between those who should stand as much as possible upon a common footing. 2. Those withdrawn thus to select schools have their attention diverted into a narrowed range of acquisition. When there should be general training in the use of correct English, in the fundamentals of mathematics, in geography, in the facts and relations of natural history in its several departments, and in the outlines of at least one modern language, the lad is put at special and narrowing work. I mean to say, in other words, that Latin and Greek are begun too early, and pursued too exclusively, and that thine which during a certain interval would be more economically spent in a wider range, is almost wasted by the present system. There is required of an educated man a background of common knowledge which the college-bred man rarely possesses for this very reason. There is needed, too, a foundation in correct intellectual habits, which the public school, with its wider view, is better fitted to give than the mere common school. There is needed, not less, a foundation in common sense, an acquaintance with common things and common people, and with the common aims and hopes of the masses, which the segregation of the prevailing method prevents. I look back to the years spent—unprofitably enough, indeed, and under methods barbarous enough—in a certain old red schoolhouse, as among the most valuable of my life for this very reason, and I believe that many will unite in like testimony. I will first speak of certain general disadvantages of the method of segregation.

And, first of all, as special schools are now constituted, both trustees and teachers strive toward high pressure. The result is that lads are kept almost exclusively on the dead languages, and on the routine of these during a period which exerts so vital an influence over them that spontaneity of growth is seriously checked.

A direct outgrowth of this is the extreme

wearisomeness of such a course. Who does not pity from the bottom of his heart the lad who, from ten to thirteen, is bound down to his Latin in exercises, his Latin translations? And if we pity him, why should we not help him? The trouble is that his work has no connection with a living language, and that not even what connection might be brought out is shown. The process should be carried on side by side with an intelligent study of English, and it should never happen that only after years of study it should dawn on the pupil's mind that the old, dead tongue is similar in structure to the language of his every-day life. Work so exclusively at specialities at so early a period is full of disadvantages and full of loss.

The high pressure and the hard work result, thirdly, in mechanical habits of thought. The book is studied to be committed, and committed to be recited, and retained to be examined on, and not as intelligent knowledge which is to form part of the furnishing of a working mind. Now I concede that, as our system now stands, we can expect no immediate or thorough change to avoid these difficulties. In some of our larger cities boys may be successfully fitted for college entirely at the public schools, but not in the smaller towns and in country places. I therefore take the position that the public schools should be brought as nearly as may be into such efficiency that it may do much of the preparatory work, and that the young should be kept as long in them as may be, while some dependence is yet placed on private instruction, or on select or funded schools for the final touches of academic preparation.

I wish to speak next of certain evils of preparatory schools as such, and I premise that many of them are natural, deep-rooted, and almost incapable of thorough eradication. This, however, should not make us close our eyes upon them, but we should rather strive the harder and the more intelligently for their overthrow. The first evil of preparatory schools which I would mention is that of their tendency toward a premature use of the generalizing faculties. How often one enters a family of bright children, one of whom is singled out and praised by parents and friends as the child of promise—a kind of oracle. And the great point emphasized in the fact that the child "is never satisfied unless he knows the reason for everything." Often, indeed, does such a child fulfill fond expectations; but how often, on the other hand, does this brilliant quality, exercised before the mind is ripe, lead to querries and speculations which are the mental ruin of the child. Now, our methods of classical study deal too much—in the case of the school-boy—with the philosophy of paradigms, and of phonetic and other changes. We haven't the good old paradigm to learn, but the boy must make his paradigm by metaphysical rules for which he is as yet no wise ready. I should be one of the last persons from the nature of my studies, to object to generalization, and I do not; but I do protest against teaching a mind the generalizing faculty before it has normally grown to it. What the mind needs to acquire first is a basis of facts—facts of the rudiments of mathematics, geography, history, the natural sciences, the great events and leading thoughts which may prove both material for later inferences, and which may stimulate the emotions and keep the soul at a high and healthful pitch. For this reason the memory is so tenacious early, as if to indicate that it should be chiefly used at first. And our arid methods of classical study in the schools are to be condemned in that they are arid, and lay little good foundation of the kind which I have outlined. Now I grant that there is a method of constructing text-books and of teaching which involves the highest generalization and the highest philosophy; and those we should have. But the secret—in book and teacher—should not be unveiled to the child; the child should be the unconscious pupil of a

hidden but profoundly based and subtle method which, so used, may be the making of him. A second pernicious feature of our preparatory schools is the growing tendency to trust in special examinations. These derive much prestige from the prevailing impression that they are used with great success in French and German schools. But we are to notice that French and German instruction—as any who have been under such teachers may readily judge—is by dictation, the pupil spending much of his time in copying into a book what he is expected to reproduce the next day. The pupil, used to this, can manifestly thrive better under the written examination system than can one under the American system, which depends largely on text-books. Another thing which gives the system public favor is the fact that the newspapers are constantly insisting on written examinations and the like, as the true method of deciding competitions for official position. Now I grant that the method of written examinations secures certain advantages which can hardly be found in any single other system. I also concede that it affords a discipline of nerve, of power of expression, and of expeditious work, which, at some time in an educational course, must be highly valuable. But I do claim that it is in many respects unfair; that the poor scholar, from a certain facility, may pass creditable muster; that the real scholar, for lack of that facility, may suffer undeservedly. I ask anybody who is accustomed to read examination papers if he does not always read them with eyes enlightened by a knowledge of the scholar's real attainments, and if he does not always detect discrepancies.

A third pernicious feature of our preparatory school, is a tendency to rely on system and method, and the various paraphernalia of a well-regulated institution, to the exclusion of individual and personal effort. Easy, easy indeed is it to ask routine questions, to record the result in a marking book, to clinch the week's work by a weekly examination, and a term's and a year's work in like manner; far easier than to put questions in such fashion as to find whether the scholar has got at the essence of knowledge, or in such fashion as not only to reach the ear of the questioned pupil, but to thrill with subtle and suggestive power the whole class. But the real power lies in oral instruction; in the living and vivifying force of the contact of mind with mind. I would never be a teacher, if that meant only to turn the handle of never so delicate an organ that went by machinery. I would not be a teacher, if all my work was to praise at recitations, put well-rounded questions, and conduct skilfully questioned written examinations.

What I have said has been put in fragmentary form, but it has been the result of reflection, and in this informal manner, I present it to you for your thoughtful consideration.

DARTMOUTH COLLEGE.—Hanover has rarely seen a more enthusiastic crowd than the class of '77, on the afternoon of Oct. 24th. Their crew had won the colors, and all Sophomore-dom was happy. And it had reason to be. If strength, pluck, and skill are to be rewarded, the members of its crew certainly merited the honors heaped upon them. No more interesting race than that between '75 and '77 has ever been witnessed by those who were spectators of that contest. In the first mile '77 took the lead, only to be headed by its adversaries, who in turn were compelled to see the Sophomore crew pass their boat, and taking the lead keep it till the end of the race. The colors, a very pretty pair of silk ags, were shortly after the race given to the winning crew by the President of the club, and after changing their boating undress for more presentable costume, the '77 boys were drawn in triumph through the streets of the village. In the evening the class adjourned to White River Junction where a substantial feast rounded out the day's festivity. The '75 crew while acknowledging a square and fair defeat at the hands of its adversaries, claims, and we think with justice, that it was in poorer condition than it had been a week or ten days

before. All class jealousy in regard to these races, however, has passed away, and we believe that the whole college feels the beneficial result which will come, and in coming, from them.

Hon. Timothy Farrar died in the Dorchester district, Tuesday, Oct. 27, 1874. Judge Farrar was born in New Ipswich, March, 1798. After leaving college, he studied law with Daniel Webster, and was subsequently appointed Judge of N. H. Courts. He was treasurer of Dartmouth College at the time of the famous trial. He moved in 1844 from Portsmouth to Boston where he has since resided. Judge Farrar was a warm personal friend of Webster, and his father made the first public appointment Webster ever received, clerk of a court, and the letter of the great statesman accepting the appointment, is now in the possession of the family.

Union University.

Every friend of Liberal education will rejoice at the increasing strength of Union University, under its popular President, Eliphalet Nott Potter, D. D. It has received within the past two years donations amounting to over \$550,000—\$100,000 by the will of the late James Brown of New York, for the purpose of erecting an engineering hall; \$50,000 from Miss Catharine L. Wolfe, to establish scholarships. And, lately, \$10,000 from Hon. R. M. Blatchford, an alumnus, to use as the President directs, and the balance from various other parties in smaller sums.—*Daily Saratogian*.

Good Advice.

That part of the year has now arrived when some of the students will begin to drop out of their class for the purpose of teaching. It is a pity that circumstances should force any to do this, as it is a serious injury to their education. It would be much better for them, could they arrange matters so as not to be compelled to remain away. However we wish them well, and hope that they may not allow their determination to complete their course, to change into discouragement and keep them from returning. For we know that to be the tendency, as they will see their class-mates going onward while they seem to be making no progress. Hence unless firmness be a characteristic of them they will become despondent, and in all probability will cheat themselves of a college course.—*Transcript Nov. 21.*

Selections.

John Amos Comenius.

[We copy the following brief sketch of the life of John Amos Comenius, with a general statement of his principles as an educator, from Hallinan's History of Pedagogy, published by Wilson, Hinkle & Co., Cincinnati. It would be difficult to point to a single principle held by the most advanced educators of our day, which does not seem to have suggested itself to his mind.]

John Amos Comenius was born in the year 1592, at Comnia, in Moravia. His early history is obscure; it is known, however, that he attended the university of Herborn, at Nassau, where he studied theology. In 1614, he returned to his native land and became rector of a school, and, in 1618, pastor of a parish of Bohemian Brothers. In 1624, Ferdinand II banished all evangelical preachers from his realms, and Comenius took refuge at Lissa, in Poland, where he became, in 1628, member of the faculty of the Academy. Here he completed his first didactic works of importance, among which the "Key to the study of Languages" founded his reputation. It appeared in 1631, and was received with such immense applause that in a short time it was translated into twelve European and several Asiatic languages. In 1641, he accepted a call of the English Parliament to visit England, and to reform the English schools according to his principles; but civil war neu-

tralized his efforts, and he yielded to a similar call from Sweden, in 1642, where he was more successful. Soon afterward he returned to Lissa, where he was made a bishop of his church in 1648. In 1650, he accepted the call of a Hungarian prince, to assist in the reorganization of schools, but returned to Lissa four years later. In 1652, the Poles burnt Lissa and scattered the Bohemian Brothers forever. His subsequent wanderings brought him to Amsterdam, where he was cordially received. He died at Naarden, a neighboring town, in 1671. During his stay in Hungary he had composed a remarkable school-book, entitled the "Orbis Pictus," which I shall have occasion to mention again hereafter.

Comenius was by no means one of those pedagogues who take up one or another single subject of instruction, or who place all good in a certain method of teaching. He was, in the very best sense of the word, universal; and notwithstanding this universality, he always strove after the most thorough foundation. The aim of education he finds in wisdom, in knowledge, virtue, and piety. He contended that all men need instruction; that all children, rich and poor, high and low, boys and girls, should be taught in school. "Not," he adds, "that each should learn every science; but all should be so instructed that they may understand the basis, relation, and purpose of all the most important things, having reference to what they are and are to become." He complained that the educational systems of his time did not accomplish this. In many places there were no schools at all, and in others only the children of the wealthy were cared for. At the same time, he condemns the methods of instruction as repulsive, tedious, and misty; and deplores the neglect of moral training, the absence of science in the curriculum, and the undue preponderance of Latin.

He proposed a system of educational institutions, consisting of four divisions; the maternal school, the vernacular school, the Latin school, and the academy.

The maternal school comprises domestic education under the mother's direction, and lasts during the first six years of the child's life. Its main care is the sound mind in the sound body. The mother must attend with intelligent solicitude to the physical welfare of her child; she must nurse it herself; guard it from all stimulants and quackery; offer it opportunities for cheerful play, for manifold observations, accompanied with simple instructions; and implant the seeds of virtue and piety.

He shows ingeniously how, already during the first six years of life, the child can and should obtain in the paternal home the elements of all later knowledge. He shows how from the cradle it gradually extends the scope of its perceptions to the sitting-room, the other rooms of the house, the yard, the streets, the gardens and fields, to sun, moon, and stars; how it becomes familiar with its limbs and their uses, with animals, plants, stones, and their names; how it learns to distinguish light from darkness, day from night, colors, shapes, numbers, and sounds; how it gains ideas of longer and shorter periods of time, of the development of organic life, of human institutions; how it becomes skilled in song, language, and gestures. In short, Comenius sketches an elementary course of object lessons, of exercises in intuition, in thinking and speaking, and shows that it contains the principles of all subsequent instruction in geography, natural science, geometry, arithmetic, music, language, etc. At the same time, parents should, particularly by example, develop correct moral feelings, and lead their children to moderation, cleanliness, obedience, and modesty.

When the child is ready for the vernacular school, the latter should present itself in a friendly, not in a repulsive light. The vernacular school, similar to our district school, furnishes instruction to the child from the sixth to the twelfth year. Comenius asks that it should teach only the vernacular language (hence its name), and that it should lay great stress upon practical education. Reading, writing, orthography, arithmetic, measuring, song, religion,

the elements of history, natural science, geography, and astronomy, popular instruction about trades and arts, should constitute the curriculum of exercise and study. Thus, he would make the vernacular school an institution that prepares for life as well as for the higher institutions of learning.

With reference to the latter, I would merely state that Comenius lays down for them, among others, these principles; without knowledge, rational thought, speech, and action are impossible; hence the sciences must be nurtured; avoid words without ideas; let the concrete always precede the abstract. To deal more largely with these higher institutions does not lie within our limits, and I return to his views on elementary instruction.

School, he says, is a workshop of humanity: it is to bring man to the ready and proper use of his reason, his language, and his artistic skill—to wisdom, eloquence, and prudence. Hence, its material of instruction must be valuable and comprehensible for all the children of the people, and must tend to their universal cultivation. Whatever bears no fruit in life nor enhances humanity, whatever tends to empty words and shallow mechanical drilling, is not for the school. The material of instruction must be selected with care, and treated in accordance with natural methods that agree with the normal development of children and take into consideration their manifold individual peculiarities. First, the senses are to be set to work; then, memory; and, at last, understanding and judgment. The pupil must not learn by heart what has not become his from perception or reflection; he must not speak about what he does not understand. The thing must precede the word; the example must come before the rule. In all branches, the easy and the simple thing must come before the difficult and the complex. Nor should the child receive much or many things at once, but progress gradually and continually.

Thus, the clear mind of Comenius was already fully aware of the methodical laws which require that all instruction should be based on intuition, should be gradual, thorough, and continuous; but it was no less evident to him that all instruction must arouse and enhance the self-activity of the learner. The child, he claims, must use its senses as perceptive powers; must observe surrounding objects; compare its perceptions; from concepts, judgments, conclusions from its ideas; learn to express its thoughts clearly and fluently; and fix its knowledge, as well as improve its skill, by varied practice. In short, all the powers of the pupil must be kept in activity. Knowledge must not be given to the pupil as something finished, as something ready made or cut-and-dried, but it must be found from its elements; or, as Comenius expresses himself, "the teacher must not sow plants instead of seeds."

Wherever circumstances permit it, Comenius would lead the pupils to obtain their fundamental ideas, at least, from the direct observation of objects, or, in the absence of these, from the pictures of objects. In order to supply such pictures, and in order to fix and arrange the ideas gained by the child, he composed a book, "The Orbis Pictus, the Visible World; that is, the Pictures and Names of all the Principal Things in the World, and of all the Principal Occupations of Man." In spite of its many faults in technical execution and arrangement, this remarkable book exerted a wonderful influence upon the schools, and did much to diffuse more rational views upon education.

While Comenius thus gave clear directions concerning methods of instruction, he never lost sight of the disciplinary and pedagogic side of the school. He insists repeatedly that the school is not only to impart knowledge and skill, but it must, at the same time, diffuse virtue and piety, and develop as well as strengthen perseverance, punctuality, orderliness, justice, etc. He asks for airy and light school-rooms, and considers playgrounds essential to a well-regulated school. At the same time, he deems frequent walks with the classes absolutely necessary, to render the children familiar with nature and human occupations. In short, Co-

menius aims not at intellectual culture alone, but at a harmonious development of the entire human being. He is a pedagogue in the fullest sense of the word.

Pestalozzi.

The man who personifies most justly this great pedagogic revolution is the immortal Pestalozzi. Fichte, in his address to the German nation, presents as the regenerated school of his race the system of this saint. And, in fact, no one has so distinguished the individual faculties which predominate at each age, nor has seen so clearly the shortest road to arrive at these faculties, to increase them in daily exercise, and enlighten them with the currents of science. If, when sentiment predominates in man, at the age when he is attached to nature and home, you educate the intelligence; if when, in the youth, the fancy predominates, while the fervor of the blood and the restlessness of the spirit lead him to passion and combat, in opposition to every thing that surrounds him, from the necessity of creating a world of his own—if at this critical time you educate the reason, and when the age of reason arrives, and with it the often bitter fruits of life, when the flowers are dried and the butterflies have ceased to flutter around them, if you strive to educate the sentiments and the imagination, you will make of the man an artificial being, without succeeding in subjugating the inaccessible, unteachable, mysterious nature. As fruits are first seed, germ, and flower, ideas must be sensations and notions before arriving at their absolute unconditionality. And if you educate in the child, the child and not the man, the faculties of the child by symbols within his reach, by narrations which please and refresh him, you plant in his individual soul with certainty the germs of the universal human soul.

Who is it that truly educates the child in humanity? Who possesses this divine ministry? The mother. She is the prophetess who foresees the future life, the Muse who brings to the heart human inspirations, the sorceress who fills with sweet and pious legends all our fancy, the driesress who raises the conscience to the regions of infinity. From the moment when she feels her child beneath her heart it appears as if spirit and nature revealed themselves to her mind to assist her in her divine office, and thus she appropriates all ideas to the child, as the bird weaves all the rustic objects gathered in the fields to form the soft nest of her beloved offspring. The mother knows instinctively the laws of health by which to preserve her child from the inclemencies of the world, the medicine with which to treat its constant infirmities, the morality which is to sustain it in its future struggles, the literature which is to embellish its days, the religion which is to convert it into a being superior to all others of nature, and which is to bear it to the bosom of the Infinite. All the child needs in its early years the mother bears in her intelligence, as she bears in her breast its only nourishment. Let us make of the school a mother. This is the thought of Pestalozzi.

An Italian by race, his soul contained the contrasts of the Italian soil in the Alps, where the ferns of the North were mingled with the orange-blossoms of the South. German in his language, in his intellectual culture, and in his German birth-place, Zurich; republican by birth and conviction, a revolutionist and a reformer, always at war with the privileges of the aristocracy, and always devotedly attached to the human principles of equality; reared by a loving mother, at whose side his infancy was passed, and who had infused in him a part of her delicate feminine soul; married in early life to an heiress whom he had ruined in works of charity and beneficence; sustained in his adversity by two old servants of his father's house who loved him like mothers—this redeemer went from town to town seeking out the ignorant and poor, educating and supporting them, adopting orphans, begging, if it were necessary, for means to feed the hungry; the philosopher of action, the poet of life, the tribune of infancy, the divine and immortal child of nature.—EMILIO CASTELAR, in *Harper's Magazine*.

Evidence that we have Two Brains.

DR. BROWN-SQUARD.

As you perhaps know, the subject is this, putting it in an interrogative way, Have we two brains or one? And if we have two brains why do we not educate both of them?

As you will see by these questions, if the first is decided negatively, of course there is no reason for the lecture. The very fact, therefore, that I am in your presence to speak about an hour on that subject, implies that I have come to the conclusion that we have two brains, perfectly distinct the one from the other. There are views held in science in that respect altogether different from mine. They consist in admitting that the left side of the brain is the only organ serving to the movement and feeling of the right side of the body, and vice versa, the right side of the brain is admitted to be the only organ serving to volition and to sensation for the left side of the body. This view I will have first to disprove.

Beginning, however, by what relates to the noblest functions of the brain—that is its aptitude to serve in mental phenomena—I shall say at once that I am not the first to put forward the view that we have two brains. Long ago Sir Henry Olan, who died some time ago, and Dr. Wigand, and a few others, insisted on the fact that each side of the brain is perfectly sufficient for the full performance of the mental functions. But they stopped there, and they have left to others, therefore, to go further, if we have to go further. I shall say that, taking that view, that in reality we have two brains, there is a conclusion which flows out from it, and which—although I shall have to speak of it more at length by and by—I must now say a few words upon. It is quite certain that if it is so, as we make use of only one for most of our actions, we leave aside one-half of the total mass of brain matter, and, therefore, we leave quite useless one-half of the most important of our organs as regards manifestations of intelligence, will, and perception of sensation. If this statement is right you will easily understand how important it is to come to the point which I have in view in this lecture; that is, that we ought to give education to the two sides of the brain, or, rather, to the two brains.

As regards intelligence, it is hardly necessary to insist after what has been said by the physiologists I have named, Sir Henry Olan and Dr. Wigand. They both showed that there are a great many facts which conclusively prove that either half of the brain may serve equally intellectual functions. It may be, however, that their proofs were not sufficient. One of the two, Dr. Wigand has insisted upon a feature of great interest, which is that in insanity sometimes, and I may say very frequently without any insanity, we have two different views on the same subject. There are a great many people who labor through life under the difficulty of making up their minds. It is because they have two minds unfortunately. Better would it be for them to have only one, and I hope you will not conclude at once that what I am to preach here—that is, that we are to educate our two brains—ought to be laid aside on account of the danger of leading men to have two minds, and to be all the time hesitating between two views and two conclusions and two opinions and two decisions. I think I shall be able to prove that the fault in those individuals who cannot make up their mind is, on the contrary, dependent in a measure on the fact that they have not developed sufficiently the power of their two brains.

If the diameter of the sun be to the diameter of the earth, 48 to 1, as by some it is accounted, then the disc of the sun, speaking *numero rotundo*, is above 2000 times bigger than the disc of the earth, and the globe of the sun is above 1,000,000 times bigger than the globe of the earth. The distance of the earth's orbit from the sun is above 200,000 semi-diameters of the earth. If a cannon bullet should come from the sun with the same velocity it hath when it is shot out of the mouth of the cannon it would be 25 years in coming to the earth.

MISS SCRAG,

A Story in Two Parts.

BY AN OLD SCHOOL GIRL.

CHAPTER I.

"Quick girls! Under the bed with those things! Here comes our guardian angel!" said Kittie, as we heard coming along the passage-way, our teacher, Miss Scrag.

Nature had given this woman few outside beauties and "a mind to match," as Kittie had once saucily said.

On the present occasion, we—eight of the "bad girls" at the boarding-school, at Melville—were having a feast in one of the rooms, and it was in study hour.

"Here Jen., you get behind the bed! and squeeze into the closet, girls, get somewhere out of the way; quick!"

Here came a knock at the door.

"Come in! Oh! is that you, Miss Scrag? Excuse me! Is the door locked?" and merry Kittie, making a wry face at the girls behind the bed, opened the door, and confronted Miss Scrag, looking the picture of innocent inquiry, with her algebra in hand.

Kittie was a dear, lively, little witch; Miss Scrag was a witch of another order. They were two expressive types of womanhood, as they stood there facing each other. They made a picture oft copied from nature by artists—the tall, angular, rough rock, towering so coldly upward, and the sweet, dainty, saucy daisy, living so merrily its little life at the rocky base.

A description that Kittie once gave of Miss Scrag was not very respectful, but it was graphic. She said, "There's nothing shining about her, except her hair; and you can all have the same; it's only twenty-five cents a bottle! Her eyes are 'cut on the bias,' her nose is of an aspiring turn of mind, and she, herself, is 'the fiction of twenty-five, founded upon the fact of forty.'"

"Are you all alone?" said Miss Scrag, looking in the door-way and glancing suspiciously around.

"Why, yes ma'am, said Kittie, isn't it study hour?"

Kittie rarely told the truth to her teacher, for she was always being watched and suspected, and that led her to try and elude the watcher, and to think that breaking the rules, whenever she could do so without being detected, was a triumph on her part. She was a girl of quick wit and brain; and now she stood demurely, with her hands in her apron pockets, waiting for Miss Scrag to go.

But alas! Miss Scrag was not to be got rid of so easily that day. She stepped into the room, and nose in air, sniffed and said, "Miss Kittie, I smell oranges!"

Kittie was just going to protest and exclaim, when a loud "At-cha," sneeze from the closet replied for her.

With a withering glance of surprise at Kittie, and a solemn "Come out young ladies this instant," to the poor girls hidden away, Miss Scrag, like an outraged queen, stood waiting majestically. One by one the girls issued from their hiding-places and left the room with becoming meekness. Then Miss Scrag, thinking that where so much wickedness had been there

was no doubt more, stooped down, and looking under the bed, brought forth a jar of pickles.

Kittie's eyes fairly danced as she said politely, "Here's a fork, Miss, Scrag, to get them out. Do help yourself; there's plenty!"

To use her own expression, Kittie knew she was in for dry bread and cold water any way, and she thought she "might as well be hung for a sheep as a lamb."

"Miss Kittie, such impudence shall not go unpunished," said Miss Scrag, with anger.

"You shall get your reward!"

"Thank you, ma'am," said Kittie, wickedly.

Miss Scrag, disdaining all further conversation with the saucy minx, proceeded with her investigation. Crackers, oranges, candies, and cakes, were all found stowed away under the bed.

"Miss Kittie, you may go to the 'Black Room' and remain there a whole week, without book or work of any kind, and nothing but bread and water for your meals," said Miss Scrag, in sheer desperation at these evidences of depravity.

As a parting shot, just as she was leaving the room, Kittie caught up her white bureau cover, and using it as a handkerchief, she pretended to sob and cry, bringing forth the most heartrending wails, and making the most ludicrous of faces; at last she marched off, saying pathetically, "Alas! it might have been! It might have been!"

'Twas in the afternoon this occurred, and at supper-time, that night, we missed Kittie's bright face at our table, and wondered what our favorite was doing up in the "Black Room" all by herself.

For the satisfaction of any teacher who may read this, let us say that Miss Scrag was honest and sincere in her intentions, but she lacked one essential element characteristic of all good teachers, viz.: she did not trust the girls at all.

Now Kittie was not at heart bad, but she was a lively, spirited girl, and held her word and honor high in spite of the fibs she told Miss Scrag, and it jarred on her sensitive nature to be watched and looked after; to be suspected of breaking the rules, and never to be left to act independently for herself, without the eye of Miss Scrag to superintend her movements. Miss Scrag's principle was, that all girls will behave well before your face, and ill behind your back, hence wishing her pupils to be models of propriety, she favored them with her presence at all possible moments.

"Trust a little more to our own native goodness, Miss Scrag, and less to your spectacles!" was what Kittie said one day while delivering to an admiring group of us girls a mock lecture to our revered teacher.

We girls laughed at the time, but in Kittie's merry nonsense was hidden a very instructive moral.

The next day was one of glad sunshine and beautiful blue sky; and as we went out for our usual morning walk, many spoke of poor Kittie, in disgrace, and lonely, shut in from the fresh, bracing air, and the sunlight. The day passed slowly, the usual lessons were gone through with, and against Kittie's report was put the letter "A"—absent.

Night came, with its beautiful, golden stars, grey clouds, and silver linings, but over us all was the gloom of our comrade's misfortune, and we hurried through our "studies," and begged that where so much wickedness had been there leave to retire.

Suddenly, just at that moment, in came Jane, the servant-girl, in a great state of agitation. She had been to give Kittie her supper, and, opening the door,—found her gone!

Miss Scrag received the news with a grim smile, and taking up the candle, went to the "Black Room."

No Kittie there! Looked under the bed,—only Kittie's shoes. In the closet,—nothing but bare walls.

Yes, Kittie had gone. But how she had escaped was a mystery. Nothing daunted, however, by this, Miss Scrag, with a frown on her forehead, and lips tight shut, went into each girl's room; looked under every bed, into every closet, behind every bureau, and then finding no trace of the runaway, marched, candle in hand, down stairs to the parlor. Still no Kittie! Then from there to the kitchen and dining-room, then to the cellar; but no Kittie yet. Evidently, the "sinner" had left the house.

Miss Scrag went to her room and didn't come out again, and we girls talked in hushed whispers of Kittie, all undisturbed, until late into the night. Finally, tired nature demanded rest, and we slept. How long, I do not know; when I was awakened by some one pulling my arm, and saying, "Jen., Jen! don't be frightened! It's me—Kittie. Be quiet, and get up, and come down to the dining-room with me—I'm most starved!"

An Old Man's Thought of School.*

BY WALT WHITMAN.

An old man's thought of school;
An old man, gathering youthful memories and
blooms, that youth itself cannot.

Now do I know you!
O fair astral skies! O morning dew upon the
grass!

And these I see—these sparkling eyes,
These stores of mystic meaning—these young
lives.
Building, equipping, like a fleet of ships—im-
mortal ships;
Soon to sail out over the measureless seas,
On the Soul's voyage.

Only a lot of boys and girls?
Only the tiresome spelling, writing, ciphering
classes?
Only a public school?

Ah, more—infinitely more;
(As George Fox rais'd his warning cry, "Is it
this pile of brick and mortar—these dead
floors, windows, and rails—you call the
church?
Why this is not the church at all—the church
is living, ever living souls.")

And you, America,
Cast you the real reckoning for your present?
The lights and shadows of your future—good or
evil?
This Union multiform, with all its dazzling
hopes and terrible fears?
Look deeper, nearer, earlier far—provide ahead
—counsel in time;
Not to your verdicts of election days—not to
your voters look;
To girlhood, boyhood look—the teacher and
the school.

[* This poem was recited personally by the author, Saturday afternoon, October 31st, at the inauguration of the fine new Cooper Public School, Camden, New Jersey.]

The Wedding of the Gold Pen and the Inkstand.

The Gold Pen wooed the Inkstand.

The Inkstand was of crystal, with a carved silver top. It evidently came of an aristocratic family, and was therefore a fitting match for the Gold Pen, which also was an aristocrat and carried itself haughtily toward the Goose-quill and the Steel Pens, its poor relations.

The wedding was a splendid affair. All the inhabitants of the Table were invited, and the great Unabridged Dictionary—the true autocrat of the Writing Table—gave away the bride, while the fat Pen Wiper, in scarlet and black cashmere, sobbed audibly. (Not that there was anything to sob about, but she had heard that it was customary to cry at weddings.)

After the ceremony, "the happy pair received the congratulations of their large and distinguished circle of acquaintances," as the newspaper reporters say.

"Many happy returns," blundered the Goose-quill, claiming his privilege as a relation of kissing the bride. The Goose-quill had got itself a new nib for the occasion, and quite plumed itself on its appearance.

"Wish you joy," said the Steel Pen, a brisk, business-like sort of fellow, leading forward the Pen Wiper.

"Joy!" echoed the Pen Wiper, with a fresh burst of sobs.

"May life's cares rest lightly upon you!" said the Paper Weight.

"Stick to each other through thick and thin!" said the Mucilage Bottle.

"May the impress of the beloved image be indelible in each heart!" exclaimed the phial of Marking Fluid.

"I congratulate you madame," said the quire of Legal Cap. "The bridegroom is a distinguished fellow—*Stylus potenter quam gladius*."

Pardon the Latin; but we lawyers, you know, —. He! he!" And he retired with a smirk, quite satisfied with his display of erudition.

"Live ever in a Fool's Paradise!" growled the Foolscap, who was a disappointed old bachelor.

"May the Star of Love never set in the heaven of your happiness!" simpered the rose tinted Note Paper, who was always fearfully sentimental, and was rumored to be herself in love with the Violet Ink.

"Jove from your heads avert this awful wrath, And shower blessings on your future path!" sighed the Violet Ink, who was said to have actually written poetry!

(At this the Note Paper turned a shade rosier and murmured, "How sweet!")

"Come right up to the mark of duty," said the old Black walnut Ruler, "and your line of life will never go crooked."

"May love be never erased from your hearts!" said the India Rubber.

"And may nothing ever divide you!" said the Ivory Paper Cutter.

"Let all your actions bear the right stamp; and above all, *never tell a lie!*" said the Postage Stamp (which bore the portrait of George Washington, and must therefore be excused for introducing the last remark).

"Don't let the little ruts of life wear out your mutual kindness, my dears!" said the matronly old Eraser.

"Hech, lad!" cried the little Scotchplaid Index, which came tumbling out of a volume of Burns, "A lang life an' a happy one to you an' your bonny bride!"

"May you always be wrapped up in each other!" said a package of Envelopes, who came up in a body.

"Though the Gordian Knot was cut," said the Penknife (a sharp chap), "may this True Lover's Knot never be severed!"

"I hope you'll make your mark in life," said the blunt old Lead Pencil.

"Look closely," said a Pocket Microscope; "but for virtues—not for faults."

"May the remembrance of each unkind word or deed be quickly blotted out!" exclaimed the Blotting Pad.

"Bless ye, my children, bless ye! Be happy!" said the Big Dictionary, in the (theatrically) paternal manner.

The Gold Pen and the Inkstand did not make a wedding tour, but went to live immediately in a beautiful bronze stand-dish, in the centre of the Writing Table.

And there they are at this very moment.—*ALICE WILLIAMS, in St. Nicholas for November.*

Our First and Last Segar.

T. DEWITT TALMAGE.

The time had come in our boyhood which we thought demanded of us a capacity to smoke. The old people of the household could neither abide the sight nor the smell of the Virginia weed. When ministers came there, not by positive injunction, but by a sort of instinct as to what would be safest, they whiffed their pipe on the back steps. If the house could not stand sanctified smoke, you may know how little chance there was for adolescent segar-puffing.

By some rare good fortune which put in our hands three cents, we found access to a tobacco store. As the lid of the long, narrow, fragrant box opened, and for the first time we owned a segar, our feelings of elation, manliness, superiority, and anticipation can scarcely be imagined, save by those who have had the same sensation. Our first ride on horseback, though we fell off before we got to the barn, and our first pair of new boots (real squeakers), we had thought could never be surpassed in interest; but when we put the segar to our lips and stuck the Lucifer match to the end of the weed, and commenced to pull with an energy that brought every facial muscle to its utmost tension, our satisfaction with this world was so great, our temptation was never to want to leave it. The segar did not burn well. It required an amount of suction that tasked our determination to the utmost. You see that our worldly means had limited us to a quality that cost only three cents. But we had been taught that nothing great was accomplished without effort, and so we puffed away. Indeed, we had heard our older brothers in their Latin lessons say, *Omnis vincit labor*; which translated means, if you want to make anything go, you must scratch for it. With these sentiments we passed down the village street and out towards our country home. Our head did not feel exactly right, and the street began to rock from side to side, so that it was uncertain to us which side of the street we were on. So we crossed over, but found ourselves on the same side that we were on before we crossed over. Indeed, we imagined that we were on both sides at the same time, and several fast teams driving between. We met another boy who asked us why we looked so pale, and we told him we did not look pale, but that he was pale himself. We sat down under the bridge and began to reflect on the prospect of early disease, and on the uncertainty of all earthly expectations. We had determined to smoke the segar all up, and thus get the worth of our money, but were obliged to throw three-fourths of it away, yet knew just where we threw it, in case we felt better the next day. Getting home, the old people were frightened and demanded that we state what kept us so late, and what was the matter with us. Not feeling that we were called to go into particulars, and not wishing to increase our parents' apprehension that we were going to turn out badly, we summed up the case with the statement that we felt miserable at the pit of the stomach. We had mustard plasters administered, and careful watching [for some hours, when we fell asleep and forgot our disappointment and humiliation in being obliged to throw away three-fourths of our first segar. Being naturally reticent, we have never mentioned it until this time.—*Christian at Work.*

A school-boy, being requested to write a composition upon the subject of "Pins," produced the following: "Pins are very useful. They have saved the lives of a great many men, women and children—in fact, whole families." "How so?" asked the puzzled teacher. And the boy replied: "Why, by not swallowing them." This matches the story of the other boy, who defined salt as "the stuff that makes potatoes taste bad when you don't put on any."

Over Eating.

Let any reader who follows an inactive life for the most part, try the experiment for a week of eating absolutely nothing after a one or two o'clock dinner, and see if a sounder sleep any a vigorous appetite for breakfast and a hearty dinner are not the pleasurable results, to sad nothing of the happy deliverance from that disagreeable fullness, weight, oppression, or acidity which attends overeating. The great renovating and vivacity which a long, delicious, and connecting sleep imparts, both to mind and body, will of themselves more than compensate for the certainly short and rather dubious pleasure of eating a supper with no special relish.

Important as are selection and due mastication and insalivation, its quantity is still more so. Unwholesome kinds engender far less disease and suffering than excess in amount. Health and disease depend vastly more on how much we eat than on what we eat. Many, especially dyspeptics, far more than counterbalance all the good effects of a plain diet by over-eating. Not that gormandizing of plain food is not far less injurious than that of unwholesome kinds, but excess in quantity is even more unhealthy than quality. Nor is it exaggeration to say that the most civilized nations, and even individuals, make perfect gluttons of themselves.

This is doubly true of Americans. An English Quaker, on his return from a transatlantic tour, when asked what he thought of the Yankees, returned answer that, "Their men are all gluttons and their women all slaves." Notice the disappearance of dishful after dishful, and even tableful after tableful, at our public and private meals. Watch your own plate, and notice how many times, though it is loaded to begin with, you "back up your cart" for another load. All this besides the dessert. Though we may not eat as much as the Indians, who are reported by several travelers to stuff themselves with from "six to fifteen pounds of meat per day when they can get it," and even eat a great portion of their time, yet, on the average, we eat at least from two to three times as much as nature requires.

Best Colors of Walls for Pictures.

The question as to the best color for a wall one of whose chief objects is to show off framed pictures is a very vexed one. Messrs. Christie & Co., the famous art auctioneers, have their rooms hung with dark green baize from floor to sky-light, and certainly the result justifies their experience; but I think any one who enters the hall of Mr. F. Leighton, R. A., will see that there may be a more effective wall color to set off pictures than green, not to speak of certain other effects of the latter which really put it out of the question. It is difficult to say just what the color in Mr. Leighton's hall is. It is a sombre red, which at one moment seems to be toned in the direction of maroon, and at another in the direction of brown. It has been made by a very fine mingling of pigments; but the general result has been to convince me that there can be no better wall for showing off pictures, especially in a hall with a good deal of light, than this unobtrusive reddish-brown. I remember that when the Boston Theatre was first opened a wall of somewhat similar color added greatly to the brilliancy of the scenery. But there are many eyes to which this would not be a pleasing color or shade even for a hall—it would hardly be beautiful in a purely domestic room—and such will do well to try some of the many beautiful shades of olive or sage-gray. Mr. W. J. Hennessy, the eminent American artist, has made his house in Douro Place remarkably charming by a careful use of such shades throughout. His quiet rooms are restful as they are pervaded by refinement, and each frame on the walls has a perfect relief, each picture a full glow.

"My dear," said an anxious matron to her daughter, "It is very wrong for young people to be throwing kisses at one another." "Why so, mamma? I'm sure they don't hurt even when they hit."

New York School Journal,
AND
EDUCATIONAL NEWS.

PUBLISHED WEEKLY.

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WILLIAM L. STONE, *Editors.*
AMOS M. KELLOGG,
W. H. FARRELL, Business Agent.

The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals and Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

We cannot return unaccepted articles unless sufficient postage stamps are enclosed for that purpose.

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OFFICE NO. 17 WARREN STREET. NEW YORK.

Common Sense in the School Room.

How many of the forms and modes of procedure adopted in the school room will bear a strict examination? We say nothing here of the languages of the teacher, the dictatorial tone, the biting censure, the menace and the sneer; these there is no argument over, there is no place for them in the school rooms of a civilized and Christian community. We limit our inquiry to those performances that have crept into the school room and have no relation whatever to education. They have been passed along from one generation to another, or adopted for a specific end by some teacher, they have been imitated and copied by every one else. Some insist on certain physical or mechanical artifices, without which they think they cannot accomplish the ends of education.

We visited one of these schools, where the bell and piano were in constant requisition to signal the pupils to everything but thinking. The principal said that he employed over two hundred signals, and that he was obliged to practice with the pupils a great deal to familiarize them with the code. We saw a class come in from a recitation room in time to a march played on the piano; next they all stood each by his seat; then a signal to prepare, then another for one row to sit; another for the next, and so on, until all were seated. The principal, then waiting to see that every one was right, *i. e. motionless*, gave another sign and the right hand went under the desk, another and it was withdrawn, another and a back appeared on the desk, but as some one had failed to do just right the whole were signaled back again. After this the principal put some figures on the black board, another signal directed each pupil to find the page thus pointed out, another signal and the attention was (apparently) given to the lesson. This is the method *a la militaire*. In such a school the scholar is, as it were, put into a strait jacket; he does his work mechanically, he is not his own master; he suffers as many others do in another direction, from being told too much.

And there are constraints or methods which intellectually work damage to a pupil, either

consuming time, diminishing interest, or both.

There is no better text book than Colburn's Arithmetic, but it is to be feared that in the hands of some teachers it has done as much hurt as good. An example is selected; the class is in order; it is composed of pupils from 15 to 17 years of age. The teacher reads: "If two-thirds of a pie cost three-quarters of twelve cents, what will five and a half such pies cost?" Now a pupil is called on to repeat and explain, but making a mistake, saying five and one-third instead of five and one-half, is seated; another tries with less success, because she did not notice the previous mistake and intends to guess her way through. Several try, and finally one is found whom the teacher pronounces "correct," and she proceeds, but failing in analysis is obliged to stop. We examined our watches to find that twenty-eight minutes had already expired, and our persevering teacher was still without a solution although before a class of good material.

From both of these examples it is plain that as President Chodbourne says, there is "waste labor in education," and the cause is a very plain one. The teacher supposed she was present for some other purpose than to teach. There is no business that needs such intense common sense as teaching; although the prevalent idea is that it needs but a little book-knowledge. Besides the facts children are to learn in school, they are to be taught to think and to judge. Pray teacher, what is a thought? What is a judgment?

Among the Evening Schools.

The Evening School in Grammar School, No. 17, is well managed by its principal, Mr. Matthew J. Elgas. The number enrolled is 926, and of these we saw 575 in their seats. We think there are many most excellent features in this school; the prevailing idea is that the pupils come not only to be drilled, but to be treated in a gentle, humorized manner, and their interests respected. The adult classes do not mix with the boys, but come and go separately—thus preserving their manhood, for many, though ignorant, are men—even fathers of large families. In keeping with this plan we note the existence of a flourishing debating society, held by the older pupils each Friday night. In this the members choose their own officers, select their own questions, and generally manage their own business in a very business-like way. This society numbers about fifty members. The usefulness of such an organization is beyond question.

Another feature is the special drawing class, which is progressing finely, considering the little time these lads can give to their work, for you must remember they are busy all day, from seven to six, in carpet factories, offices, machine shops, stores, as errand boys, pedlers, &c. &c.

On the visitors book we find the names of J. W. Mason, J. R. Cuming, John Freeman, James Dewhurst, and assistant Supt. John Jasper, jr.

No. 28.

The number here enrolled is 400, but 100 are absent. It is under the charge of Miss M. A. Root, who is a teacher in G. S. No. 50. The same visitors who inscribed their names at No. 17 have also recorded their names here, except Messrs. Freeman and Dewhurst.

Our New Commissioners.

In the re-appointment of the School Commissioners, whose terms expire on the 31st of December next, the Mayor has exercised his authority most judiciously. These gentlemen have performed their duties in a very faithful and creditable manner, showing, not only intelligence and public spirit, but conscientious zeal.

Among these, the President of the Board, William H. Neilson, Esq., has been a devoted school officer for more than a quarter of a century, and it may be truly said that very few men of this generation have done so much to advance the cause of popular education.

Mr. H. P. West has also been an earnest school officer for many years. The others, Messrs. J. D. Vermilye, David Wetmore, Ferdinand Traud, and David F. Baker, though without previous experience as commissioners, have been very active and useful officers since their appointment.

Of the newly appointed commissioners, Mr. Lawson W. Fuller, who fills the place left vacant by the resignation of Mr. Robert Hoe, is an experienced school officer, having served for several years as a Trustee in the 12th Ward.

He is a man of an ardent nature and philanthropic spirit, and has always been distinguished for the zeal with which he has labored to promote the best interests of the public schools.

Mr. William Herring, who is to fill the vacancy caused by Mr. J. C. Brown's declining a re-appointment, is a gentleman of long and successful experience as a practical teacher in the common schools of this city. Since his retirement from the schools, a few years ago, he has been connected with the legal profession, and has served as a member of the New York Legislature. His talents and practical experience will enable him to do great good to our common school system.

The two gentlemen, last named, are residents of the upper part—Mr. Herring, of the new district—of the City, which will there have able representatives in the Board of Education.

The services of J. Crosby Brown, Esq., who soon retires from the Board, deserve more than a passing notice. In connection with the Committee on Teachers, on Course of Studies, and School-books, and on the Normal College, his labors have been untiring; and his practical insight, scholarly accomplishments, and unsurpassed industry, have rendered them invaluable. His loss in the Board will be deeply felt by his associate members.

The public are, however, to be congratulated that, for the next year, the constitution of the Board is to remain substantially intact; and with the ripe experience acquired by the Commissioners, there is no doubt that measure of lasting benefit to our system of public schools will be devised and successfully carried into effect.

We have a new man in the educational field—and one this time of no ordinary caliber—Senator Carl Schurz.

A great affliction to the advancement of education has been that our best men sought out politics, and all these rejoice that one man of real power as a thinker and a speaker has begun to discuss the subject with the public. One of

his lectures is on "Educational Problems," and in it he says, "the first principle of all education is to learn how to learn; and the practice of confining children to the printed answers in the books is a vicious, course designed to promote human stupidity. In a short time, the pupil will fail to remember what mental and moral philosophy are. What can be taught in the school is necessarily little, and it cannot be effectively done by mere memorizing—the most useful education is not what others have thought but what we can think for ourselves."

Sir John Lubbock in a recent address expressed the opinion that the great fault of the English system of education was the neglect of science. In classical studies there was too much of the grammar and too little of the literature, but to abandon the study of the latter would be a fatal mistake. Some few years hence, it would be deemed incredible that a boy should be allowed to pass through any good school and yet be entirely ignorant of any one branch of natural science. That nation, he argued, would have an immense advantage in the struggle for existence which first gave its children an education in which literature, mathematics, and natural science should each have its own proper place.

"A good beginning makes a bad ending" is not true of *The National Sunday School Teacher* for 1874. It began the year well, and by universal testimony, has constantly improved from month to month.

We have been reading in the *"Atlantic"*, M. Remy's School in Paris. His plan is something like this: He forms his pupils (girls) into classes and meets them once per week, and questions them for two hours on what they have been studying. These examinations are conducted in writing mainly, and require a long and careful preparation on the part of the pupil. The *Atlantic* asks, "Why cannot parents be contented if a child under ten years of age be taught absolutely nothing but reading, writing, and spelling?" During the period from ten to twelve, if elementary arithmetic and geography be added, it is all that most children are capable of managing. It would be far better to prolong the time devoted to each study, giving one portion in advance and one in review, than to distract the mind with more branches."

There are plenty of plans for helping on education by "outsiders"; but when the task of communicating to 50 children the facts geographical, arithmetical, graphical orthographical, that form the basis of a child's education up to 12 or 13 years of age is considered, the demand for repetition upon repetition, correction upon correction, and trial upon trial, it may be seen that it is indeed no child's play. It demands work of the most exhaustive kind, and nothing will supply it, these theorizers to the contrary notwithstanding.

TREATMENT OF CHILDREN.—That which I have often blamed (says Locke) as a dangerous practice in many fathers is, to be very indulgent to their children whilst they are little, and as they come to riper years to lay much restraint upon them, which usually produces an ill understanding between father and son, which cannot but be of bad consequence. And I think fathers would generally do better, as the sons grow up, to take them into a nearer familiarity and live with them with as much freedom of friendship as their age and temper will allow.

Editor of the N. Y. School Journal.

Last winter at the same time that I prepared for the Committee on Education, of the Legislature of New York, the "Act to secure to children the benefits of Elementary Education," I sent copies of the Act to the same committees of the Legislatures of other states that had not yet adopted Compulsory Education. The proposed law was received with great favor in all the Free School States. You have already published the Act as it was passed in our own State, and in New Jersey, Nevada, and California. I send you to-day for publication in this week's Journal, the law as passed in Kansas, and now in force there. I wish to add that the Board of Education of our own City of New York, deserve great credit for the wisdom, energy, philanthropy, and patriotism, with which they have taken hold of this matter, so as to be fully prepared by the first of January to enable the children and the public at large to enjoy the advantages of this beneficent law.

Yours truly, DEXTER A. HAWKINS.

That Settles it!

And now Chicago has been heard from! A distinguished visitor, connected with the Board of Education of that city, states, that although no law has been passed forbidding the infliction of corporal punishment, yet it is never resorted to by the teachers in Chicago.

Every lesson is learned, each juvenile prodigy is a miracle of propriety, therefore no strap oil is applied, no birch wielded. There is absolutely no market for rattan: there is no keeping in after three o'clock; at that golden hour all the little angels fly homeward for bread and butter, and the teachers are free to enjoy their dinner, with thankful hearts that their lines are cast in Chicago. O, blissful Chicago! Paradise of pedagogues! Elysian field in which disport angelic pupils, each of whom when not at play, is engaged with some more delightful task. Blessed teachers, never, never to be vexed by naughty word or wicked act! And yet there are men who remember the time when this was not the most moral city in Uncle Sam's dominions. Some there are who doubt her comparative state of perfection now. As for me, I hardly know which feeling is paramount in my breast, doubt, envy, or admiration. If half the story be true the teachers there are to be congratulated. All hail Chicago!

DAN D. LION.

How to Train Children.

In the training of a little girl great pains should be taken to discover what special gift or talent she has, if any, and, whatever her circumstances, to fit her for its use. Even putting the money value of such art or accomplishment out of the question, its aid a resource and strengthener is incalculable. Disappointment and grief come more easily to women than to men; they abide with them longer and sap more of their life away, simply because they need the tonic of hard, enjoyable work—not the mere drudgery of the bread-winner, but the toil of the artist. Pride, philosophy, even religion cannot give the new vitality which such work bestows on the faithful votary. It repairs bodily and mental forces like nature itself, slowly, imperceptibly, surely. The father and mother who can find in their daughter such power, and give to her the means of using it, may count themselves happy, and her the inheritor of a royal heritage.

Compulsory Education in Kansas.

An act requiring the education of all healthy children.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. That every parent, guardian, or other person in the State of Kansas, having control of any child or children between the ages of eight and fourteen years, shall be required to send such child or children to a public school or private school, taught by a competent instructor, for a period of at least twelve weeks in each year, six weeks of which time shall be consecutive, unless such child or children are excused from such attendance by the board of the school district, or the board of education of the city in which such parent, guardian, or person having control, resides, upon its being shown to their satisfaction that such parent or guardian was not able, by reason of poverty, to clothe such child properly, or that such child's bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, or that such child or children are taught at home in such branches as are usually taught in the public schools, subject to the examination as other pupils of the district or city in which the child resides, or that he has already acquired the ordinary branches required by law, or that there is no school taught within two miles by the nearest traveled road.

SEC. 2. Any parent, guardian or other person, failing to comply with the provisions of this act, shall, upon conviction, be deemed guilty of a misdemeanor, and fined in a sum of not less than five nor more than ten dollars for the first offense, nor less than ten nor more than twenty dollars for the second and every subsequent offense. Such action shall be prosecuted in the name of the State of Kansas before any court of competent jurisdiction, and all fines so collected shall be paid into the county treasury for the support of common schools.

SEC. 3. It shall be the duty of any school director or president of the board of education to inquire into all cases of neglect of the duty prescribed in this act, and ascertain from the person neglecting, the reasons, if any, therefor, and shall forthwith proceed to secure the prosecution of any offense occurring under this act, and any director or president neglecting to secure the prosecution for such offense within ten days after a written notice has been served on him by any tax-payer in said district or city, unless the person so complained of shall be excused by the district or city board or board of education for reasons hereinbefore stated, shall be deemed guilty of a misdemeanor, and liable to a fine of not less than twenty nor more than fifty dollars, which fine shall be prosecuted for and in the name of the State of Kansas, and such fine, when collected, shall be paid into the county treasury as in section two of this act.

SEC. 4. That upon the trial of any offense as charged herein, if upon such trial it shall be determined that such prosecution was malicious, then the costs in such case shall be adjudged against the complainant and collected as fines in other cases.

SEC. 5. This act shall take effect and be in force from and after August 1, 1874, and its publication in the statute book.

Approved March 9, 1874.

I hereby certify that the foregoing is a true and correct copy of the original enrolled bill, now on file in my office.

W. H. SMALLWOOD.
Secretary of State

The *New York School Journal* and *Educational News* is an educational weekly in the form of a sixteen page quarto. It is typographically neat, and is acquitted itself well in the journalistic department it has chosen to fill. It is superior as an educational newspaper, including both common schools and colleges in its weekly digest of education and intelligence.—*Lewisburgh Chronicle*, Nov. 13.

Are Women Fitted for Public Duties.

(We think the lady teachers of the country will thank us for printing the following article from the *Chicago Tribune*. It is from the pen of Mrs. Fanny M. Steele of Marquette, Mich., and she has presented her views on this subject with force and directness. Eds.)

During the Woman's Congress lately held in Chicago, it was asked in an editorial of a prominent paper: "Are the women who are interested in the woman question such as are capable of making homes happy? Are they possessed of womanly virtues and graces? We hold that every housekeeper is by that very fact capable of doing some kind of public work thoroughly.

The greater includes the less. The woman who can exercise in a high degree certain faculties in writing and delivering an address, can exercise the very same faculties in a lower degree, at her cook stove. If a woman can so think, judge, select, adapt and present her thoughts, as to handle a subject with care, accuracy and force in offering it to the attention of hearers, she can select suitable clothing, and prepare it, or order it prepared; can be trusted to see the nice relations of duty, harmony, peace and happiness required in the management of children and servants. Whoever can carefully and wisely consider abstract educational or physiological problems, is capable of reducing them to practice; indeed, neither man or woman can have one ability without having acquired it through the exercise of the other.

On the contrary, if a woman can sweep and dust, cook, wash and iron, prepare in regular order and with fair success the family meals, provide and select the proper materials for clothing, cut, fit and sew them, discipline and manage servants, guide her children through home difficulties and childish quarrels, nurse them in sickness, prescribe for them while ailing, conduct these thousand and one plans to a fair issue—in short, if she can be by turns housemaid, cook, laundress, tailoress, dressmaker, boys' capmaker, milliner, nurse, doctor, schoolmaster, lawyer, judge, minister, she is able to do—what? not write an essay—very few voters do that; not organize and manage an intellectual or political convention—very few men do that; but she is capable of voting with as much intelligence as the man who has not had so diverse training, nor acquired so fair a proficiency in so many different departments. If any one will take the trouble to observe closely, he will be convinced that for skill, tact, energy, insight, foresight, judgment and ability, the average mother of a family requires and uses in the performance of her daily duties higher qualities of mind than the average father of a family; and, if the father is capable of voting intelligently upon subjects that concern the safety and prosperity of the families of a community, so is the mother.

A thorough housekeeper is not only as capable of voting intelligently—she is more capable of doing public work thoroughly than the average man. We speak now of the few who, by reason of freedom from home duties and more endearing ties, could be persuaded to bear office. Is it sitting upon juries? If a woman has brought up a family, she has sifted human testimony every day for years. Is it sanitary work? She has had that to do ever since she kept house, probably all that was done. Is it public charity? She has been usually the almoner of private charity and solicitous that it should do the most of good. Is it relieving oppression and upholding justice? She has had constantly to teach that might does not make right; has had to see to it that one did not abuse nor over-reach another, often not only among her children, but for the servants and their friends. Is it supervision of public works or expenses? If her own work is done thoroughly and economically, it is more than probable she will in the same way do work for others. Taking the work of men as a class, and the work of women as a class, while that of woman is perplexing, diverse half a dozen trades in one, the work of man is simple, one trade at a time, years to prepare

for it, plenty of time taken to work at it; yet in spite of this disadvantage, the work of the average woman is more thorough. Very few women make a failure of housekeeping. Very few hire drunken servants, and then make their drunkenness an excuse for hiring more. Very few women knowingly tolerate pilferers in their employ. Very few sinecures are held under her supervision. Very few unvisited corners, very little unfinished work, very little accumulation of rubbish in her "sphere."

We claim that because of her peculiar home training, and by virtue of it, most American women are capable of performing most public duties, except only such as involve great physical strength or exposure to violent weather, when she shall have had time to prepare for them. Those communities who leave unappropriated for the public good her energies, when she has no more important work to do at the fireside, are wasteful of a source of public prosperity.

TYPE-WORK OF A NEWSPAPER.—The Poughkeepsie *Eagle*, in an article on "How Mistakes Happen in Newspapers," figured up the number of type used in a newspaper, the size of the *Eagle* at 600,000, that is, the actual number of bits of metal arranged and re-arranged, every day, in preparing a newspaper of that size for the press. We suppose few people think of the printing trade as one of the most exact and particular of the handicraft, but it is. In making type, variations that might be allowed in the fastest machinery would render the type useless. It is very rarely that type furnished by two separate foundries can be used together without a great deal of trouble, though they try to make it after the same standard. We read once in a while of a wonderful piece of cabinet work, or mosaic work, containing ten, twenty or fifty thousand pieces, the maker of which has spent months, or even years of labor in producing it, and people go to see it as a great curiosity; but the most elaborate and carefully-fitted piece of work of this kind ever made does not compare with that the printer does, every day, for minuteness of detail and accuracy of fitting. The man who does the first is looked upon as an artist—a marvel of skill; and if a hundred of his pieces are put in wrong side up or turned the wrong way, it is not observed in the general effect; but if the printer, in fitting ten times as many pieces together in a single day, puts one where another should be, or turns one the wrong way, everybody sees it, and is amazed at "the stupid carelessness of those printers."

Is it true of you.

Charles Sumner said of Justice Story: "Besides learning unsurpassed in his profession, he displayed other qualities not less important in the character of a teacher—goodness, benevolence, and a willingness to teach. Only a good man can be a teacher, only a benevolent man, only a man willing to teach. He sought to mingle his mind with that of his pupil. He held it a blessed office to pour into the souls of the young, as into celestial urns, the fruitful water of knowledge." He well knew that the knowledge imparted is trivial, compared with that awakening of the soul under the influence of which the pupil himself becomes a teacher. All of knowledge we can communicate, is finite; a few pages, a few chapters, a few volumes will embrace it. But such an influence is of incalculable power; it is the breath of a new life; it is another soul. In Story, the spirit spake, not with the voice of an earthly calling, but with the gentleness and self-forgetful earnestness of one pleading in behalf of justice, of knowledge, of human happiness. His well-loved pupils hung upon his lips, and as they left his presence, confessed a more exalted reverence for virtue, and a warmer love of knowledge for its own sake."

A lady fainting at the Danbury Opera House the other evening begged her husband with her failing breath not to forget to put the mackerel to soak.

SUBTERRANEAN FISHES.—In boring Artesian wells in the Desert of Sahara very small fishes, resembling the white-bait, not unfrequently occur, which inhabit the waters of the subterranean bed of the desert. They are identical with a species from the waters of Biskra. The male differs from the female in being transversely barred, so that some authors have regarded it as a distinct species. The eyes are well formed, although these fishes live a part of the time in obscurity. It seems that as far back as 1849 the governor of the oases of Thebes and Gaiba, in Egypt, stated that an Artesian well, about 105 feet deep, which he had cleaned out, furnished for his table fishes which probably came from the Nile, as the sand which he had brought up from this Artesian well was identical with that of this river. In the Sahas, as in Egypt, these fishes were carried away by the waters, which filtered into the soil down to the subterranean sheet into which the Artesian wells open. Gervais claims to have established the fact that other subterranean fishes are essentially fluviatile, and that some like them are found in the rivers of Senegal and Mozambique, of Syria and Egypt, of the Iberian peninsula, and even America. Their fossil representatives are not found in deposits of marine origin, and all that we know occur in lacustrine formations. The existence of these fishes can not, then, serve as an argument for the former presence of the waters of the Mediterranean on the soil of the north of Africa.

Plato rebuked a man for playing at dice, who answered that he was playing only for a *trifle*. But, said Plato, is the *habit* a *trifle*? Of all habits none are so controlling as indulgence in strong drink. The appetite is constantly increasing, while moral energy is becoming weaker. In the ordinary course there is therefore little hope of reform, and it is rare to see complete recuperation; loss of fortune—pains of disease, misery of his family, do not reclaim the confirmed inebriate. The *fear* of such results may check in some degree the moderate drinker, but in most cases this is only for a time. His mind becomes clouded, his moral perceptions impaired, and while he may be conscious of his weakened condition and its cause—still he will seek temporary strength in the fatal expedient of more frequent stimulant.

It is reported that in Germany the largely increased number of short-sighted persons is believed to have resulted from the imperfect modes of teaching and learning. In England a similar increase has been observed in all schools, not excepting those of the highest class and universities. It has been ascertained in Germany, a London journalist declares, that "short sight is in large measure due to the unnatural positions children are compelled to assume by reason of the awkward construction of the desks and seats, and the imperfect lighting of the school buildings. The same result, attributable to the same causes, appears in Sweden, Denmark, Switzerland, America, and in all these countries steps are now being taken to remedy the evil."

The Sapphire differs from the ruby only in its blue color. Occurring more abundantly, and larger, it is of less value, and while a sapphire of one carat is worth \$100, one of larger size would command a far less price in proportion than a large diamond. Asteriated sapphires and rubies, which when cut show a six-pointed star, have a high value as fancy stones. The sapphire was supposed to have a cooling influence on the wearer, and has long been the badge of the episcopal office. Sapphires come mostly from Ceylon; but inferior rubies and sapphires, of a pale hue and less transparent, are found in this country, especially in North Carolina and Georgia. They are, however, valueless as gems.

The new school law of California makes its obligatory upon parents to send their children to school at least two-thirds of the time between the ages of eight and fourteen.

The *Illustrated London News* says: "The school board have taken an important and, we think, very wise step by resolving to introduce the elementary teaching of drawing into their schools. The teaching of drawing confers, as it were, a new sense; it develops perceptions which reading and other branches of education can never reach. To say nothing of the increased pleasure it affords through life so long as the power of sight endures, it trains precisely those faculties which are most regarded in nearly all mechanical occupations, and it forms, therefore, the basis of most technical education. There are few mechanics that would not benefit in their work by a knowledge of drawing; whilst here and there the proposed teaching may stimulate genius that might otherwise remain dormant. The system of teaching adopted in the German Kindergarten has been recommended, and the suggestion deserves consideration."

Politeness is the cold observance of forms of speech and motions of the body, and may be practised without a spark of genuine feeling or liberality of sentiment, when carried to excess, and unsupported by sincerity, is but another name for ceremony.

Interview Between Customer and Agent.

Ques. How many bonds does the Industrial Exhibition Company propose to issue?

Ans. One million bonds of \$20 each.

Ques. What interest is paid?

Ans. No interest is paid at all, till the bond is redeemed.

Ques. You pay no interest; what do you do?

Ans. The interest accumulates on each bond till it is redeemed. A \$20 bond, if redeemed the first year, has one dollar added as interest, and the bond holder receives \$21, which gradually increases until \$40 is paid for the bond that cost \$20, if not previously redeemed and paid with a premium.

Ques. This is a small rate of interest; what other inducements do you offer?

Ans. Each bond participates in a quarterly allotment of premiums, when premiums of \$150,000, are distributed, and a \$20 bond may draw from \$50, to \$100,000.

Ques. Do you call this lottery?

Ans. No, it is not a lottery; the purchaser of a lottery ticket loses all he invests unless he is lucky and draws a prize. On the contrary, the purchaser of an Industrial Exhibition Bond pays for that bond \$20, and he cannot fail to receive from \$21 to \$40. This is the principal and a small interest. This is the certainty. Now, every bondholder participates in the distribution of the Premiums, and each bond has an opportunity of obtaining a large sum. These allotments are simply that the company pays its interest on, and reduces the principal of its bonded debt, leaving chance to decide which bonds are to be paid the amount of interest which each bond holder is to receive, i. e., instead of paying to each bond holder interest at seven per cent, the company allows to accumulate on each bond, about three per cent, and the balance is divided unequally in the form of premiums.

To give a more correct idea of the magnitude of this kind of loans, and the great results which can be arrived at through their agency, we state that the amounts received through Bonds issued on this plan by European governments (Austria, Prussia, Russia, Turkey, Holland, Belgium, Sweden, etc., etc.) within the last few years exceed in value more than \$600,000,000 in gold, and city loans have been placed to the extent of \$140,000,000 in gold. Among the principal cities, we notice: Paris, Hamburg, Bordeaux, Amsterdam, Rotterdam, Antwerp, Augsburg, Milan, Florence, Genoa, Madrid, Trieste, etc., etc.

Ques. Can you tell me in which allotment my bond will be redeemed?

Ans. No one can tell; but you participate in each series allotment until the series containing your bond is drawn, and the bond redeemed. The value of the bond increases each year.

Ques. I see that a purchaser of a bond can-

not lose his principal, and gets small interest, but that he foregoes the regular interest, and the company makes an unequal distribution of that interest among the bond holders; so that while some only get \$21 for the \$20 invested, many get premiums, varying from \$50 to \$100,000. Are the premiums exclusive of the principal?

Ans. No, the premium includes the principal and interest.

Ques. What security does the company offer?

Ans. The company has executed a Trust Deed, mortgaging all the property that it possesses, or may become possessed of, and agreeing to devote all the money received from the sale of bonds to the building of the Crystal Palace, and to invest for the benefit of the bond holders all surplus moneys in the purchase of the bonds and mortgages, which will give to the company an annual income of seven per cent.

Ques. When the Palace of Industry is completed, what do you estimate will be the value of the land and the building?

Ans. Fifteen millions of dollars.

Ques. Is this all the security the bond-holders have for their \$20,000,000?

Ans. No. The Company will have invested enough of the money received from the sale of the bonds to give an annual income to the Company of seven hundred thousand dollars. This will require nine millions of dollars, which amount the Company proposes to invest, and which will buy at least \$10,000,000 of good seven per cent securities. So the Bond-holders are secured by the Land and Building, and ten millions of dollars of good bonds and mortgages, giving the Industrial Exhibition Company an annual income of \$700,000.

Ques. This is all satisfactory, I see you do not trust to the earnings of the Crystal Palace to redeem your bonds, but the investments of the Company pay all premiums, and leave the Company a surplus of \$100,000 per year; and all the earnings of the Crystal Palace are to go to the stock-holders, I presume?

Ans. The Company will make a sinking fund out of the earnings of the Palace, not that it is actually needed but as a precaution. After the sinking fund is large enough to cover any and all contingencies, then, the remainder of the earnings will all go to the stockholders. The bonds are a first lien on the whole property, and the stock has no claims nor can it receive anything until the bonds are all provided for.

Ques. At the end of fifty years the bonds will all have been redeemed, and the property of the Company will consist of land, building, and about \$16,000,000 of dollars of bonds and mortgages. To whom will all this belong?

Ans. To the stockholders.

Ques. Any stock for sale?

Ans. None by the Company, and I know of none in private hands.

Ques. Are the allotments public?

Ans. Yes. Public to all; whilst those who show their bonds at the door will be given served seats.

Ques. Does any bond draw a blank?

Ans. No; each bond must get \$21 or \$40, as principal and interest, and every tenth bond semi-annually must get a premium of \$50 or \$100, or \$200, \$500 or \$1,000, or 3,000, or \$5,000, or \$10,000, or \$100,000 in cash.

Ques. Well as I understand the matter, the Industrial Exhibition Company borrows of the people twenty millions of dollars, and agrees to pay three per cent, and to make the people who buy the bonds secure, about one-half of the money received for the sale of the bonds is invested in bonds and mortgages paying seven per cent, and to induce the people to buy the bonds of the Industrial Exhibition Company, it has devised the scheme of making an unequal distribution of its interest money among its bond-holders in the shape of Premiums?

Ans. That's it.

Ques. Did the Legislature grant you a special Charter to issue these bonds?

Ans. Yes, sir.

Well, Mr. Agent you have convinced me that your system is safe; that the bonds are secure, and are a good investment, and I, as an American, want to see New York have the finest Crystal Palace in the world; for these patriotic

reasons, and thinking perhaps I might obtain the \$100,000, you may give me one bond for each member of my family; I will give them all a birthday present.

Superintendent L. S. Packard, of the Saratoga Union School, contributes a paper on "Unconscious Teaching" to the New York School Journal of the 14th inst. It shows a teacher's appreciation of his high calling, and should be read by every person engaged in the instruction of youth.—*Saratoga Union*.

BOOK NOTICES.

ST. KATHARINE'S SPIRE; OR, THE DEVIL AT WORK IN THE CHURCH. A Ritualistic Melody in four parts. By G. S. Stag. Root, Anthony & Co. New York : 12 mo., P. 88.

This clever poem is designed as a satire upon a few of the vices and follies which the author from his stand-point has seen creeping into the church at large—in other words, its Ritualistic absurdities. In the preface to the poem written two years ago, the author states that "through these follies the Episcopal church is threatened with serious disturbances"—a remark which, in view of the recent contest in the Episcopal Convention held in October, seems indeed a prophecy. The shafts of ridicule often penetrate deeper and do more effectual service than the most labored argument from the pulpit, and it is with reference to this truth that the poem was written.

The satire is pungent, the metre good and the whole abounds with sly but good-natured hits.

BOOKS RECEIVED.

[The receipt of all books delivered at the Editorial Rooms of this paper will be promptly acknowledged. Publishers will confer a favor by advising us of any omission. Prices should be given in all cases.]

IVISON, BLAKEMAN & TAYLOR.

Outlines of the World's History. William Swinton.

The Literary Reader. George R. Catcart.

A. H. BARNES & CO.

A Brief History of the United States. A Comprehensive Geography. James Monteith.

JOHN P. MORTON & CO.

A Practical Grammar of the English Language. Noble Butler.

GINN BROTHERS.

Outlines of Astronomy. Arthur Searle.

SHELDON AND CO.

My Life on the Plains. General Custer. 2.00.

Lossing to Win. Theodore Davis. 1.50.

History of English Literature. Truman J. Bachus. 1.50

D. APPLETON AND CO.

Physical Geography. S. S. Cornell. 1.60

Physiology. M. Foster. .50

General Information.

Blymyer Manufacturing Co.'s Bells.

We are in receipt of the catalogue of the Blymyer Manufacturing Co.'s Bells, giving descriptions, prices, and some 400 testimonials from those using them. The bells are "cast

from a composite metal, in part steel, used only by the Blymyer Manufacturing Co., and are entirely different from all other bells." The price is less than one-half that of the copper and tin bells. They are warranted for two years against breakage. It is claimed that they are "fine toned, can be heard as far as the copper and tin bells of same size, and are more durable." The testimonials—a large proportion being from ministers—are from every State and Territory in the Union, and constitute a strong endorsement of the bells. The manufacturers, whose office and extensive works are located at Cincinnati, O.—664 to 694 West Eighth Street—have been long and favorably known throughout the country.

Misfit Carpets.

Some two years ago Mr. M. J. Bendall, an experienced merchant of this city, opened a store for the sale of these goods. The leading attractions of his place are the large and choice varieties of his carpets, and the prices, which are scarcely more than half those asked by the regular trade. By means of judicious and extensive advertising, he has made his warerooms the resort of discriminating patrons, who find in the excellent fabrics and elegant patterns with which they are adorned, ample scope for the exercise of taste, while the prices he is able to name, are without exception, even in times like these. It may be remarked that he has secured many customers from remote and divers sections. He is a gentleman in his bearing, and may with safety be consulted by the public, with so many of whom he already has had business relations. The success which has attended him thus far is well deserved, while it enables him to confer large benefits on all who may become his patrons.

We have often made favorable mention of Latourette's Font Pen, and call attention to it again, simply to remind our readers what an acceptable holiday present one of these Fountain Pens would be, to any teacher, minister, lawyer or writer in any business. If you are not a subscriber to the SCHOOL JOURNAL, send in your subscription and get one, (see premium list,) if a subscriber already, buy one of Latourette's Pens, (see advertisement,) and refer to this paper.

"CLEANLINESS IS NEXT TO GODLINESS."—It seems impossible for writers to prevent their fingers from being stained with ink, and almost as impossible to remove these stains, water, soap, and brushes all being brought into requisition, with a negative result, and oftentimes when the unfortunate victim wishes to be presentable for the evening, after a long day's session at the desk, a resort is had to severe mechanical means, sand paper, and penknives, which indeed, remove the stains, but only by removing the skin itself; the result is, more ink, more scraping, and a sore finger. A very neat little contrivance, which has lately been brought into notice, prevents all this trouble and annoyance. It is in the form of a pencil, and instantaneously removes ink and all similar substances. Every Teacher, Student, and Professional Person should have one of these little articles continually on his desk. It really seems necessary to carry one of "Bloede's Ink and Stain Extracting pencils" in the pocket as a toilet article. The price is very moderate (25 cents) and within the reach of all, its utility is unquestionable. To obtain one, see advertisement on the second page of this journal.

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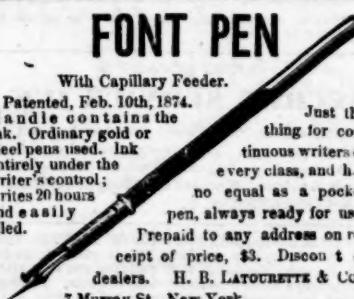
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